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ABSTRACT

Examined were the effects of integrating 14 trainable mentally retarded students (3-8 years old) into regular preschool programs. Nine questionnaires measuring attitudes and behavior were completed by teaching staff and parents, and anecdotal records were reviewed. Teachers showed a positive gain in attitude toward integration, where a control group of teachers demonstrated a decline in attitude toward integration. Pre- and post-test scores on the Preschool Attainment Record indicated that the handicapped students integrated into regular preschool programs benefitted more than students who were not integrated. (Appended are evaluation and survey instruments and case study summaries.) (CL)

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ED149498

THE EFFECTS OF INTEGRATING YOUNG SEVERELY HANDICAPPED CHILDREN INTO REGULAR PRESCHOOL HEADSTART AND CHILD DEVELOPMENT PROGRAM/S

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWARD

Statement of funding:

The study reported here was part of a program of research in Special Education in the Special Education Department, Merced County Department of Education.

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Michael N. Cox
Principal Investigator
AUGUST 1977

ABSTRACT

The purpose of the study was to provide evidence as to the effects of integrating young severely handicapped children into regular pre-school Head Start and Child Development programs. The question addressed was: can trainable mentally retarded children between the ages of three and eight be successfully integrated into regular pre-school programs?

The research design included a pre-post test analysis on seven research instruments, three with parents and four with teaching staff, two evaluation instruments and anecdotal records. A total of fourteen trainable mentally retarded students logged over 2,000 hours between November 1976 and May 1977. Sixty-five teaching staff were surveyed and provided valuable feedback as to the success of the integration. A control group was used to make behavior change comparisons on the individuals with exceptional needs.

The results provided evidence supporting the concept of integrating severely handicapped individuals with exceptional needs. There was a statistically significant difference in the attitudes developed between the experimental and control group teaching staff. The former group showed a positive gain in attitude toward integration while the latter showed a decline in attitude about integrating severely handicapped children into regular pre-school programs. The experimental group clearly made positive changes in "Rapport" as compared with the control group. Contradictory data was suggested by the increase in "Intraversion" for the experimental group as perceived by the teaching staff. The anecdotal records, however, provide evidence showing the success of the integration project.

The project as a whole provided understanding and acceptance of handicapped children in regular pre-school programs. However, further research of a longitudinal nature and with a wider variety and larger number of students was recommended.

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HISTORICAL OVERVIEW AND LITERATURE REVIEW

A search of the current and past literature on the effects of integrating handicapped youngsters into regular programs is limited to very mildly handicappes students in elementary and high school programs. A manual and computer research conducted by the San Mateo Educational Resources Center (SMERC) on this topic failed to produce evidence of any kind related to integrating severely handicapped three to six year old children into regular preschool programs.

The following research studies represent a sample of the literature related to the topic under investigation:

An interview conducted by Mary Glockner (1973) with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, provided guidelines for integrating handicapped youngsters into regular programs. According to Dr. Klein (Glockner, 1973), "there are real advantages for both the handicapped and normal youngster in integrating them in regular programs. They learn to accept, appreciate, and understand each other. Furthermore, teachers of regular students as well as handicapped students can profit and learn from integrating handicapped children."

Many studies (Schurr, et al., 1967; Gottlieg and Budoff, 1972; et al., 1972; Lewis, 1973) suggest that integration of handicapped children is beneficial; however, hard data and data referring to very young severely handicapped children was unavailable. Newell Kepart (Kraft, 1973) was quoted as saying that "children with relatively minor problems have more to gain from normal contacts with their peers than they do from separation, even for short periods of time, for the purpose of special help."

Kraft (1973) suggests a two-pronged attack, 1) defining or deciding which children need special classes, and 2) helping teachers of regular classes to cope with and want to cope with students who present less than extreme learning or behavioral problems.

According to Rafael (1973), "handicapped children have the same needs as all children, as well as some that are uniquely their own." Dunn (1968), Lilly (1970), Christoplos and

Renz (1969) argue that children lose more than they gain in self-contained classes. Garrison and Hammill (1971) pointed out that mildly retarded students are not as different as their isolation would lead one to believe. Haring (1957) suggested that the attitudes and understanding teachers have are influential in determining intellectual, social, and emotional adjustment of children.

Since a significant amount of behavior is learned by observation and imitation (Bandura, 1971), the assumption is that young severely handicapped children will learn more appropriate social and emotional types of behavior patterns from regular preschool children. Furthermore, teachers', teacher aides', and parents' attitudes toward integration may play a very significant role in the actual success a severely handicapped child experiences in the integration process. These are the issues being addressed in this research project. Moreover, there is a need for hard data that either supports or refutes the integration of severely handicapped preschool children. Such information has profound implications for theory and practice in special education. Is integration beneficial to handicapped and/or non-handicapped youngsters? How should the instructional programs, staffs, and facilities be planned? Research into this area will provide data for those who are in the position to make such decisions.

METHODS

The research project reported in this paper was conducted during the 1976-77 school year. Prior to integration many hours of preparation, orientation, and coordination between participating agencies and parents occurred. A general timeline of events is presented in Table 1.

A total of fourteen young severely handicapped children between the ages of three and eight years of age logged 2,083 hours between November 1976 and May 1977 in regular preschool programs. These fourteen students served as the experimental group and were housed at the Schelby Center for Handicapped Children (Individuals with Exceptional Needs) when not integrated into regular preschool programs. Their parents, teachers, aides, and other staff members also served as experimental subjects.

A control group from the Addicott School for Handicapped Children in Fresno, California were also used in the study. A total of twelve students judged by their teachers as the most likely students to be successfully integrated into regular preschool programs served as the control group along with their teachers and aides.

Two other comparison groups were used in the study: Four Head Start Programs and two Child Development Centers for non-handicapped children. The fourteen Schelby Center children were integrated into a total of six preschool programs. The participating schools are listed in Table 2.

A total of nine research questionnaires measuring attitudes and behavior ratings were used with teaching staff and parents. The following nine research questionnaires used are shown in the appendix A and are listed above.

Questionnaire		Subtests
1.	Teacher Attitude Toward Integration	1 Score
2.	Teacher Perception of Pupil Behavior	1 Score
3.	Preschool Attainment Record	8 Scores plus total
4.	Day Care Behavior Inventory	6 Scores
5.	Parental Attitude Toward Integration	1 Score
6.	Parental Perception of Pupil Behavior	1 Score

TABLE 1

TIMELINE FOR MAJOR ACTIVITIES

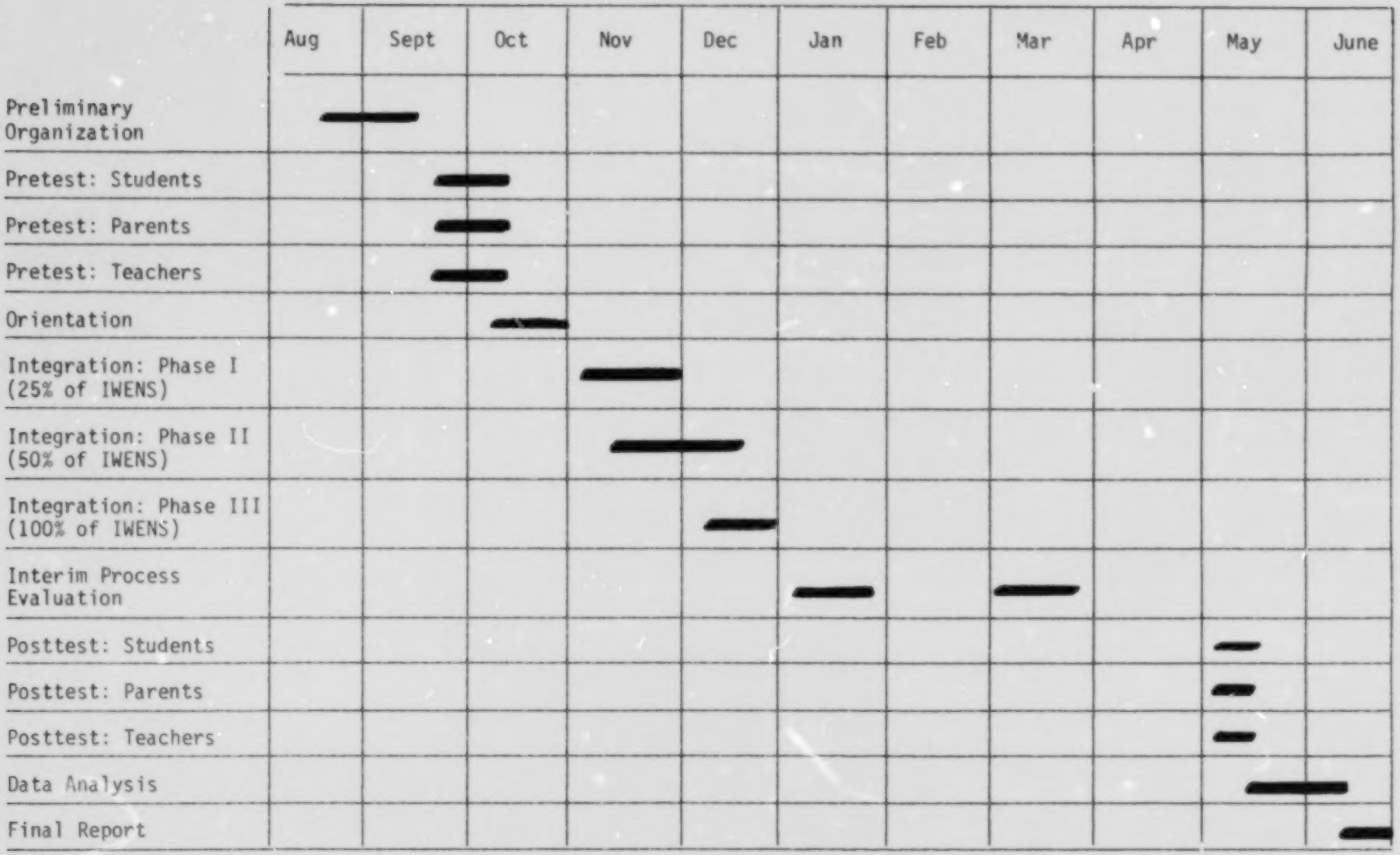

TABLE 2

PARTICIPATING SCHOOLS IN THE INTEGRATION PROJECT

Schools	Type	Exp/Con	Participants		
			Parents	Students	Staff
Schelby Center	Handicapped Children	Exp	28	14	7
Addicott	Handicapped Children	Con	0	12	8
Head Start	Regular Preschool Children				
Merced		Exp	45	45 (6)*	10
Dos Palos		Exp	60	60 (8)	13
Delhi		Exp	45	45 (6)	10
Los Banos			30	30 (4)	7
Stevinson		Exp	30	30 (4)	7
Child Development	Regular Preschool Children				
Merced		Exp	115	115 (11)	19
Winton		Exp	50	50 (4)	5

*Number of students integrated into each Center

Questionnaire (continued)	Subtest
7. Home Behavior Inventory	6 Scores
8. Project Evaluation I	5 Item Scores/Open Ended
9. Project Evaluation II	Open Ended

The project liaison teacher administered and gathered all information and data relative to the integration project. This included home visits, teacher conferences, and administration of the instruments.

Teaching staff completed the first four measuring instruments listed above and parents completed the next three instruments. All staff completed the two project evaluation questionnaires.

A pre-post test research design was used to analyze raw scores on the first seven measuring instruments listed above. The control group also completed the first four measuring instruments. The data was gathered and key punched for computer analysis (Burroughs 6700) at the University of the Pacific, Stockton, California.

The findings are presented in Data Presentation and Results Sections of this report. The following describes how the integration took place. Table 3 follows with a summary of dates, activities, and participants involved in many of the integration activities.

Table 3
Project Activities

DATE	ACTIVITY	PARTICIPANTS
Sept. 13-17	Assumed responsibilities Briefing at Schelby Center concerning program Contacts made with Merced Transportation, Joe Sabo; Director Head Start, Christiana Traub; Director, Child Development, Ron Tiffee, Director of Research, Mike Coy	Dennis Riskey Kathy Sherlock Mickie Davidson
	Set dates for workshops and program visitations Visited Child Development Centers in county. Meet head teachers. Observed programs in progress	Ron Tiffee
	Briefing on project needs. Consultation on attitude tests and testings	Mike Coy Mickie Davidson
	Meeting with student assistant. Discussion of responsibilities	Gerald Royal Mike Coy Mickie Davidson
	Visited Winton and Atwater Child Development Program in A.M. when children were active	Staff Child & Dev. Mickie Davidson
Sept. 20-24	Conducted tour of campus for student assistance with overall briefing of objectives of programming and observations of handicapped children	Gerald Royal Mickie Davidson
	Observed Infant Deaf and Aphasic programs	Mickie Davidson
	Classroom observations of potential candidates for program. Setting up criteria records and general planning	Mickie Davidson
	General meeting of all department heads involved in program. Planning and discussion of needs of various departments and program expectations, transportation, funding, etc.	Dennis Riskey Kathy Sherlock Mike Coy Ron Tiffee Christiana Truab Mickie Davidson
Sept. 27-Oct. 1	Program briefing and discussion with Schelby Center teachers. Recommendations of potential candidates for program based on criteria for selection. Needs for workshop October 1	Mickie Davidson Sunny Lippert Nancy Harvey

DATE	ACTIVITY	PARTICIPANTS
9-27 to 10-1 (continued)		LeAnn Fraley Catherine Smith
	Meeting with Mike Coy. Plans, tests, etc. Notified that Gerald Royal would be unable to participate in program.	Mike Coy Mickie Davidson
	Visited Dos Palos & Los Banos Head Start programs. Pretested while there. Stevenson also. Los Banos Child Dev. Pretested at Delhi, Atwater, Winton, Merced Head Start and Child Dev. & Planada Child Development	Mickie Davidson Staffs of Dos Palos, Los Banos, Stevinson Christiana Traub Mike Coy
	Workshop Oct. 1 Overview of project, Anecdotal Records, Misc. films, Campus Tour, classroom visitations in small groups. Each group brought their own sack lunch. Each group discussions w/ Schelby staff leading discussion groups	Staff of 5 Head Starts head teacher of 5 Child Dev. Dennis Riskey Mike Coy Ron Tiffee Kathy Sherlock Catherine Smith Sunny Lippert Nancy Harvey LeAnn Fraley Mickie Davidson
Nov. 1-5	Integrated two children into Merced Child Development Meeting with 4 Schelby teachers to discuss workshop, center visitations, etc. Integrated two children into Stevinson Coordinated busing service Conference concerning placement	Mickie Davidson Nancy Harvey Sunny Lippert Catherine Smith LeAnn Fraley Staffs from Child Dev., Stevinson H.S., Joe Sabo Kathy Sherlock

DATE	ACTIVITY	PARTICIPANTS
Nov. 8-12	Integrated two children into Delhi Head Start Visited Merced Head Start. Child was ill. Took him home - parent had no phone or transportation. Discussed emergency procedures and field trips	Mickie Davidson
	Meeting with Christiana Traub. Discussion. Workshop of the 12th. Field trips. Student placement in Los Banos and Dos Palos. All day placement okayed Anecdotal Records, etc. Workshop. Teacher w/ teacher conferences w/ total Merced and Stevinson Head Starts. Discussion of each child participating in individual program with Schelby teacher. Discussion special needs, behaviors, goals and objectives	Christiana Traub Mickie Davidson Teachers & aides Merced Head Start 7 Stevinson H.S. 3 Schelby Center 4
Nov. 15-19	Head Start field trip cancelled. Discussion on behavior management with County School's psychologist, Claudia Kalip. Assist with classroom when our students are present for 2-3 weeks to leave regular classroom teachers available for behavior management of non-Schelby student in an effort to help benefit all children.	Gaye Riggs Caludia Kalip Mickie Davidson
	Assisted in Merced H.S. classroom Visited Delhi program. Observation. Field trip discussion. Holiday luncheon Dec. 1. Spoke at Los Banos Child Development Parents' Club Meeting. Topic: Schelby, Integration Project and MISC films	Mickie Davidson Mickie Davidson
	Attended Schelby Parents' Club Meeting Integration project discussion.	Parents, staff
Nov. 22-23	Visit at Child Development. Discussion of anecdotal records with Bill Tweed. Note positive and type of task is able to attempt and/or do, as well as negative behaviors in tasks. Discussed Justine's progress/program w/ Sara Garcia	Bill Tweed Marie Rubalcava Mickie Davidson
	Home visit in Mariposa with teacher and guardian for possible Head Start placement	Mrs. Fee Nancy Harvey Mickie Davidson
Nov. 29-Dec.3	No Head Start programs in county on Monday - Workshop. Brought records up to date. Visited Stevinson H.S. Discussed field trips. Field trip w/ Claudia's class, Merced H.S. to Applegate Park for nature walk and collecting seed pods for crafts.	Mickie Davidson

DATE	ACTIVITY	PARTICIPANTS
Nov. 29-Dec. 3 (continued)	Cancelled Child Development visit because of conflict in scheduling and illness at Schelby. Re-scheduled for next week. Delhi visited for teacher--teacher conferences w/ Nancy. Visited classroom for a few minutes.	Mickie Davidson Nancy Harvey Delhi Staff Mickie Davidson
	Talked to Christiana concerning placement of more involved child. Income too high. Looking into other alternatives. Christiana requested that I keep in-kind log.	Christiana Traub Mickie Davidson
Oct. 4-8	Meeting with Mike Coy. Discussion of criteria for placement and pickedup the tests for parents. Tested Schelby teachers	Mike Coy Mickie Davidson
	Tested children in Nancy's room. Hired substitute to replace her for 1/2 day. Testing took morning - 7 children involved	Nancy Harvey Catherine Smith Sunny Lippert LeAnn Fraley
	South Dos Palos visited Schelby #5 MISC film, discussion, 1-2 teachers notated and visited 4 pre-school classrooms for observation purposes.	So. Dos Palos H.S. Staff Mickie Davidson Dennis Riskey
	Control group testing - two afternoons in Fresno	Mickie Davidson Mike Coy
	Merced Head Start at Schelby - same processes Delhi	Mickie Davidson Merced H.S. Staff
Dec. 6-10	Delhi field trip to Christmas Tree Farm (Bob's) at Livingston. Well planned. 1 adult for every 4 children. Had discussion sheet mimeographed for all staff and volunteers. shape, color, big, little.	Delhi staff Mickie Davidson
	Staffing on at Merced Head Start. Decision to have Margo visit and make the final approval. Discussion of records and field trips. Planning	Merced H.S. Staff Mickie Davidson Christiana Traub
	Merced H.S. and 2 Schelby Classes (Sunny and Dorothy) visited Santa Claus and window shopped together at Merced Mall	Merced H.S. Santore Kathy DeGeorgio Shelby-Sunny and Dorothy, Betty U. Sue and Mickie

DATE	ACTIVITY	PARTICIPANTS
12-6 to 12-10 (continued)	Merced Child Development Center visit w/ Mrs. McDowell to observe program and	Merced C.D. Staff Mrs. McDowell Mickie
	Stevinson field trip to Xmas tree farm in Hilmar, cancelled bus for return trip. Return X unknown	Stevinson H.S. Staff Mickie
	Observations and meeting w/ Schelby staff, Nancy and Sunny by Child Development. Margo - Merced H.S. observed Meet w/ Vince Campi on use of 35mm camera	Bill Tweed Sunny Sara Garcia Nancy LeAnn Fraley Margo Mickie Vince Campi
12-13 to 12-17	Field trip to Delhi resthome cancelled Visited Delhi in p.m. for staffing on Listg	Delhi Staff Michie Davidson
	Arranged meeting of various directors to discuss funding January 6 Merced H.S. field trip to Christmas tree farm at Livingston. Drove 2 children from Schelby to meet bus at H.S. Met bus at farm. Cut tree. Drove all 5 back to Schelby	Kathy Sherlock Jim Williamson Christiana Traub Mike Coy Ron Tiffee Mickie Davidson
	Cancelled Stevinson H.S. children because of unknown X of arrival back to H.S. Center. Our children needed to be here in X to eat early for their own Xmas program in Merced.	Merced H.S. Staff Mickie
1-3-77	Visited 3 centers Delhi H.S. and Merced H.S. and Merced C.D. Stevinson visitation there. Rearranged schedule of attendance for one child.	Mickie-- Staffs
1-7-77	Delhi observed child here to decide appropriate placement in program	Pauline Frost Bonnie Willhoite
1-17-77	Visited 2 H.S. centers and 1 C.D. center w/ Schelby teachers to observe 3 children in project/Merced & Delhi Integrated child in S. Dos Palos	Nancy Harvey Mickie Davidson S. Dos Palos Staff

DATE	ACTIVITY	PARTICIPANTS
1-18-77	Schelby teacher observed at Delhi	Sunny Lippert Mickie Davidson
	Discussion of project for future publication	Mike Coy Doris Pires Mickie Davidson
1-17-77	Staff at Delhi concerning new placement	Delhi H.S. Staff Mickie
1-19-77	Cancelled field trip w/ Stevinson due to fog	--
1-20-77	Integrated child at S. Dos Palos	S. Dos Palos Staff Mickie
1-21-77	Conference on status of 3 children	Kathy Sherlock Anita Catlin Sunny Lippert Mickie Davidson
1-24-77	Met w/ Child Protective Service case worker and child's teacher to make long-range plan for (Winton CD 5 morning week and Schelby 5 afternoons until school closes, when she will be picked up by CD full time	Sunny Lippert Hub Walsh Mickie Davidson
	PAR on	Nancy Harvey Mickie Davidson
	Met w/ Child Protective Services case worker and children's teachers, nurse, to discuss long-range plan (undecided)	Sunny Lippert Catherine Smith Anita Catlin John Greco Mickie Davidson
1-26-77	Visited Merced H.S. & C.D. w/ classroom teacher	Sunny Lippert Mickie Davidson
1-26-77	Conference w/ Stevinson staff	Stevinson H.S. Staff Mickie Davidson
1-31 to 2-4	Visited Merced H.S. & C.D.	Staff M.H.S. & M.D.C.
	Conference w/ principal of Winton School to discuss bussing of child to Winton C.D.	Mickie
	Staffing in at Merced C.D.	Mr. Fitchett Mickie Davidson Maria Rubalcava Bill Tweed

DATE	ACTIVITY	PARTICIPANTS
1-31 to 2-4 (continued)	Visited S. Dos Palos H.S. check on Jose Observed student at their request - suggest referral to Regional Center	So. Dos Palos Staff Betty Pigg Christiana Traub
	Conference w/ H.S. director. Requested I set up workshops for Methods of writing anecdotal records	Mickie Davidson Margret Stanley Margo Mickie
	Staffing on Kim at Merced H.S. Plan to integrate full X	
	Parent observers Merced HS. visited at Schelby	Laure Slater parents - 2 Mickie Davidson
2-7 to 2-10-77	Worked in Merced C.D. Center M & W morning to assist in class	Mickie Davidson
	Met w/ CPS case worker and Winton CD head teacher to formulate final arrangement for integration into that program	Hub Walsh CPS Willie Simmons, WCD Mickie Davidson
	Field trip at Delhi to Post Office Final initial integration for into program	Delhi H.S. Staff Volunteer parents Students Mickie Davidson
	Met w/ Mike Coy	Mike Coy Mickie Davidson
	Scored control GP PAR's Gathered records for replacement	Sec. Mickie Davidson
2-14 to 2-18	Field trip Casa DeFruita w/ Merced Head Start teacher from Schelby -LeAnn Fraley	Head Start/Merced Staff-students LeAnn Fraley
	Integrated to Winton CD Field trip to Dairy - Stevinson H.S.	Mickie Davidson Winton CD Staff
	Met w/ CPS -	Hub Walsh
	Meeting w/ Linda Vannice from Solano Co. Schools - psychologist operating INtegration project	Mickie Davidson Linda Vannici

DATE	ACTIVITY	PARTICIPANTS
Feb. 22-25	Visited Stevinson, Delhi, Winton CD Visitation and Orientation of Head Start Community Worker and Parents - @ Schelby/Merced	Mickie Merced Its parents Laura Slater Mickie Margret Stanley
	Field Trip Roeding Park Loo Cancelled (Merced). Field Trip - Delhi/Delhi Fire Station and Turlock's Donnelly Park	Mickie Delhi Staff & Students & Volunteer parents Mickie
	physical	Anita Catlin Dr. Harrington Mickie Bus Driver Parents S. Dos Palos
	Teacher Conference @ Winton DC	Community Worker Sunny Lippert Willie Simmons Mickie
2-28 3-4	Visited Child Dev. 4 Head Start - Merced (See notes 2-28-77)	Mickie Claudia Calip Margo Maria Rubacava
	Cancelled Head Start Field Trip (ourpart) due to illness	Mickie
	Toured all programs that Schelby Center Children are integrated in w/ principal	Mickie Jim Williamson

DATE	ACTIVITY	PARTICIPANTS
2-28	Meeting concerning refunding of project	Christiana Traub Frank Fortcamp Mike Coy Stephanie Twombe Jim Williamson Mickie
	Set up meeting for Jim Williamson w/ Parent Policy Council of Head Start.	Christiana Mickie
	Arranged transportation for	Joe Sabo Vivian Harris Mickie
3-7	Arranged for Kathy Sherlock and I to visit Solano City Integration project.	Linda Vannice
3-11	March 15 - Picked up at Winton CD	Mickie
	Visited w/ nurse So Dos Palos. Visited w/ nurse Merced.	Mickie Anita Catlin
	Observed at Delhi	Mickie
	Field trip w/ Stevinson to Modesto Children's Park	Mickie Stevinson Stop 4 Kids
	Conference about placing children more days at Merced CD Center	Mickie Maria Rubacava Nancy Harvey Sunny Lippert
Mar. 14-18	Observed at Winton CD & Merced HS	Mickie
	Head Start Parent Policy Meeting @ Los Banos	Jim Williamson

DATE	ACTIVITY	PARTICIPANTS
3-21	Project Conference - re writing for next year	Mickie Davidson Mike Coy Jim Williamson Kathy Sherlock Frank Fortcamps Stephanie Twombe Christiana Traub
Mar. 28-31	Visitation by parent assistants from Merced Head Start at Schelby	Mickie 3 parents Community Worker
	Community worker delivered eggs for egg hunt w/ Stevinson	
	Egg hunt w/ Stevinson: 27 children 8 adults & 15 Schelby students & 4 teachers Teenage TMR's hid eggs	Mickie & Stevinson & Schelby Students & Staff
Apr. 11-15	Post testing on (moved)	Catherine Smith Mickie
	Post testing on Kimberly Allen (moved) and Listy Good rich (transferred)	Lippert Mickie
	Field trip to Modesto Airport and Beards brook Park	Delhi HS & 2 Schelby Center Mickie
Apr. 18-22	Observed at Stevinson Head Start	Mickie

DATE	ACTIVITY	PARTICIPANTS
Mar. 14-18	Visitation to Solam Cty's Intregration Project	Mickie Linda Vannice Pschy. & Prog. Coordin.
	Telephone conference w/ Mrs. McDowell for permission to enter in 4 a.m. at CD	Ms. McDowell Mickie
	Teacher conference @ Merced H.S. concerning	Nancy Harvey Mickie Margo Lavoy Gina (aide)
	Observed @ Schelby class room for 3-30 min. blocks	Mickie
	Conference w/ Winton CD Head Teacher @ Sunny's request	Mickie Willie Simmons
	Conference w/ Kathy & Jim	Kathy Sherlock Jim Williamson
3-21	Meeting w/ Schelby teachers to discuss this years program and ideas for next year if refunded. Discussion included position & negative feelings as well as suggestions for further planning.	Jim Williamson Kathy Sherlock Sunny Lippert Dorothy Riskey Nancy Harvey Leann Fraley Catherine Smith Mickie Davidson
	Took Schelby teacher to observe programs that her children were involved in @ Merced H.S. & S. Dos Palos.	Dorothy Riskey Mickie Davidson
	Observed @ Delhi H.S.	Mickie Davidson
	Parental Post testing on (Morning March 31)	Mickie Mr. & Ms.

DATE	ACTIVITY	PARTICIPANTS
Apr. 18-22	Participated in Program Planning at Stevinson Head Start	Angie Morias Mickie
	Evaluation workshop planning	Mickie
Apr. 25-29	Visited Merced Head Start	Mickie
	Visited Merced Child Development	Mickie
	Conference w/ teacher	Bill Tweed Mickie
	Merced HS class (15 children & 4 adults) visited at Schelby for a Field Day	Claudia Kalip 1 Aide & 2 parents LeAnne Fraley Gaylene Farley Mickie
	Planning for Evaluation Workshop	Mickie
	Meeting w/ Schelby Teachers to cover evaluation & class during work-shop	Dorothy Riskey Sunny Lippert LeAnne Fraley Nancy Harvey Catherine Smith Mickie
May 4-6	Evaluation Workshop Planning Materials, room copy, etc. Visited Merced Head Start & ChildDev.Evaluation Work Shop	Mickie Mike Coy Jim Williamson Mickie Davidson Head Start Teaching Staff 5 Centers Christiana Traub H.S. nurses & Community workers

DATE	ACTIVITY	PARTICIPANTS
May 9-13	came to Schelby for Shot Clinic	Mickie S. Dos Palos Com. Worker Anita Catlin
	Post Testing PAR, Teacher Attitude Day Care Behavior Inventory & Teacher Perception	Mickie Sunny Dorothy Nancy LeAnne
May 16-20	Post testing - Teacher Attitude Teacher Perception PAR (Addicott) @ Planada Winton Atwater Los Banos Merced & Addicott School, Fresno	Mickie Staffs of Centers & Schools opposite
5/19	Last day of Head Start	
May 23-27	Head Start Handicap Work Shop @ Merced Head Start Center as Resource Person	Mickie
	Finished Post testing, teachers, parents etc.	Mickie
	Transporting of two children from Merced Child Development daily	Mickie
May 31 June 17	Documenting & posting material from post testing	Mickie Mike Coy Val-Sec
	Transporting 1 Child from Merced Child Development daily	Mickie

The Individuals with Exceptional Needs (IWENS) were integrated into six programs for various lengths of time. Minimum integrated time was two mornings a week and varied to a maximum of five full days. The length of integrated time was dependent on the child's needs, the center, and in one instance, travel. None of the fourteen IWEN'S integrated were withdrawn from the project. Two moved near the end of the project year. Two other IWEN'S are now attending Child Development Centers on a full-time basis.

The IWEN'S selected to take part in this project were T.M.R.'s, M.H.'s, and D.C.H. students between the ages of 3 and 8 years, ambulatory, toilet trained and were not behavior problems.

The IWEN'S assigned to attend was determined in part upon travel and the needs of the IWEN. An active child was not placed in a highly structured environment, etc. Each child was placed in the center closest to his or her home, if possible. In one case, one child was bused by Head Start to the Center and home each day.

Once the initial integration process took place and a routine was established, the IWEN'S adapted well and were accepted by their peers. There was only one reported incidence of peer ridicule. Otherwise, the children were either helpful or treated the IWEN as an equal.

The pre and post testing was completed by the parents and teachers. The teachers from the control group were very cooperative. The anecdotal records presented a problem. Many teachers felt that it was too time consuming. However, all teachers wrote them, some were very extensive, others rather limited.

All parents asked to participate except one and were willing to have their child participate in the project. It was explained to them that this was not a substitute for Schelby Center, that it was hoped that their child would benefit in social and language skills through modeling. Parents were invited to visit and participate in all programs and some did. It was felt by the Head Start staffs that this could be developed further. Each program should take the initiative in this area of parent involvement with support from Schelby.

The staffs and parents from the preschools were apprehensive during the initial integration process. This apprehension disappeared after the first few weeks. Children were included in all facets of the preschool programs including various field trips.

In order for the IWEN's to meet the requirements of each program, each child had a physical and a tine test. Each family was responsible for obtaining the physicals. However, two IWEN's were examined during the regularly scheduled Special Olympic physicals. The school nurse gave all the tine tests with the parents' consent. Working together, the Schelby school nurse and Head Start Community Worker arranged for eye examinations for two children, one of whom needed glasses. Head Start also arranged for dental work to be done for one IWEN that met the low income requirements.

Several instances of cross integration took place. Two classes from Schelby Center joined a Head Start Center on a field trip. Two Head Start Centers participated in activities at Schelby Center. With the exception of one teacher, the Centers involved would like to continue and expand these activities.

The six centers involved in the project had quality programs geared to the normal preschool child with enough flexibility built into their programs to adapt to the needs of the handicapped and this project.

The personal feelings of the liaison teacher were that everyone gained that participated in this project: e.g., students in language and social skills; teachers and aides in communication and acceptance of each other and the IWEN; administrators that learned how to put it together; and all the other adults that discovered that a child is a child regardless of whether he happens to be a IWEN or not.

STATISTICAL APPROACH AND ANALYSIS

The statistical analysis employed in this study consisted of Analysis of Covariance F Test, and Students' t Test. Pre-post test analysis of raw score gains on four measuring instruments: Teacher Attitude Toward Integration, Teacher Perception of Pupil Behavior, Preschool Attainment Record, and the Day Care Behavior Inventory were analyzed. Parental Attitude Toward Integration, Parental Perception of Pupil Behavior, and the Home Behavior Inventory were analyzed by employing the Students' t Test. The F Test was used where pre-post test measures involving both experimental and control groups were used. Students' t Test was used when only pre-post test changes were available for the experimental group alone.

Two other measuring instruments were used: Project Evaluation I and Project Evaluation II. Frequencies and percentages were analyzed on these measuring instruments. Raw Scores were used in the F test and t Test analysis of the above mentioned seven measuring instruments.

According to Issac and Michael (1974)

> Many times in studies of the type suitable for analysis of variance, there will be initial differences between groups on pretest criteria that arise either by chance or, more likely, because of the inability of the educational researcher to select subjects at random. This includes sets of data that are not independent, involving correlated means. Analysis of covariance adjusts for initial differences between groups and for the correlation between means. In effect, it permits the comparison of groups on one variable when information is available on another variable correlated with it, or on several such variables. It is generally preferable to matching subjects for the same purpose (page 141).

The .10 level of significance was chosen for the purposes of this study. Due to the nature of the study such a level of tolerance for error was deemed appropriate. The study was not confined only to such scientific analysis, that is, anecdotal records and other teacher and staff impressions were also considered important information in the final analysis of the project.

DATA PRESENTATION AND RESULTS

Data presented in Table 4 indicates that a statistically significant difference between the four group means was found between pre-post test means when initial differences were neutralized. While the Merced Head Start and Child Developments' attitude toward integration increased and Schelby Center staff's attitude toward integration remained nearly the same, the participants from the Addicott School (Control Group) in Fresno declined significantly. Such a change is depicted in Figure 1. Head Start staff were all participants in the sense that they received a number of handicapped youngsters in their regular preschool programs. Only two Child Development programs received handicapped children in their programs. The findingsabove that teachers and aides in the control group school for handicapped children were less likely to believe that handicapped children could succeed in regular programs compared with the other groups surveyed. This finding was significant at the .009 level (Table 4)!

A similar finding was reported in Table 5 and Figure 2. The group participating in the study by integrating young handicapped children showed a statistically significant (p @ .003) change in attitude compared with the control group 1, personnel in regular preschool programs not having handicapped students in attendance, and control group 2, personnel at the school where severely handicapped students attend school on a full-time basis. The latter groups' attitudes about integrating their children declined from October to May.

Another finding, although not statistically significant but in the positive direction was found on the Teacher Perception of Pupil Behavior survey between the experimental and control group means. Table 6 describes the data while Figure 3 provides a visual depiction of the findings. Both groups initially showed similar means, however, upon retesting at the end of the project, the experimental group had made obvious gains over the control group in their rating of how the children progressed during the school year.

TABLE 4

TEACHER ATTITUDE TOWARD INTEGRATION

SURVEY RESULTS FOR FOUR RESEARCH STUDY GROUPS

GROUP	PRE			POST			ANCOVA	SIG. OF
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F	F
Head Start	24	57.25	6.75	24	59.08	5.96	.	.
Child Developmt	26	52.04	6.61	26	53.54	8.68	.	.
Schelby Center	7	55.29	13.09	7	55.14	10.42	.	.
Addicott	8	49.88	9.03	8	44.38	10.73	.	.
							4.27	.009

TABLE 5

TEACHER ATTITUDE TOWARD INTEGRATION

SURVEY RESULTS FOR EXPERIMENTAL (SPECIAL - INTEGRATION)

CONTROL 1 (REGULAR - NO INTEGRATION) and CONTROL 2 (SPECIAL - NO INTEGRATION)

GROUP	PRE			POST			ANCOVA	SIG. OF
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F	F
Experimental	38	56.34	8.27	38	57.92	7.61	.	.
Control 1	19	51.21	5.98	19	52.37	8.19	.	.
Control 2	8	49.88	9.03	8	44.38	10.73	.	.
							6.37	.003

TABLE 6

TEACHER PERCEPTION OF PUPIL BEHAVIOR

SURVEY RESULTS FOR EXPERIMENTAL (SPECIAL - INTEGRATION)

AND CONTROL (SPECIAL - NO INTEGRATION) GROUPS

GROUP	PRE			POST			ANCOVA	SIG. OF
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F	F
Experimental	14	55.93	6.75	14	62.21	5.54	.	.
Control	12	55.92	7.32	12	59.00	5.78	.	.
							2.01	.16

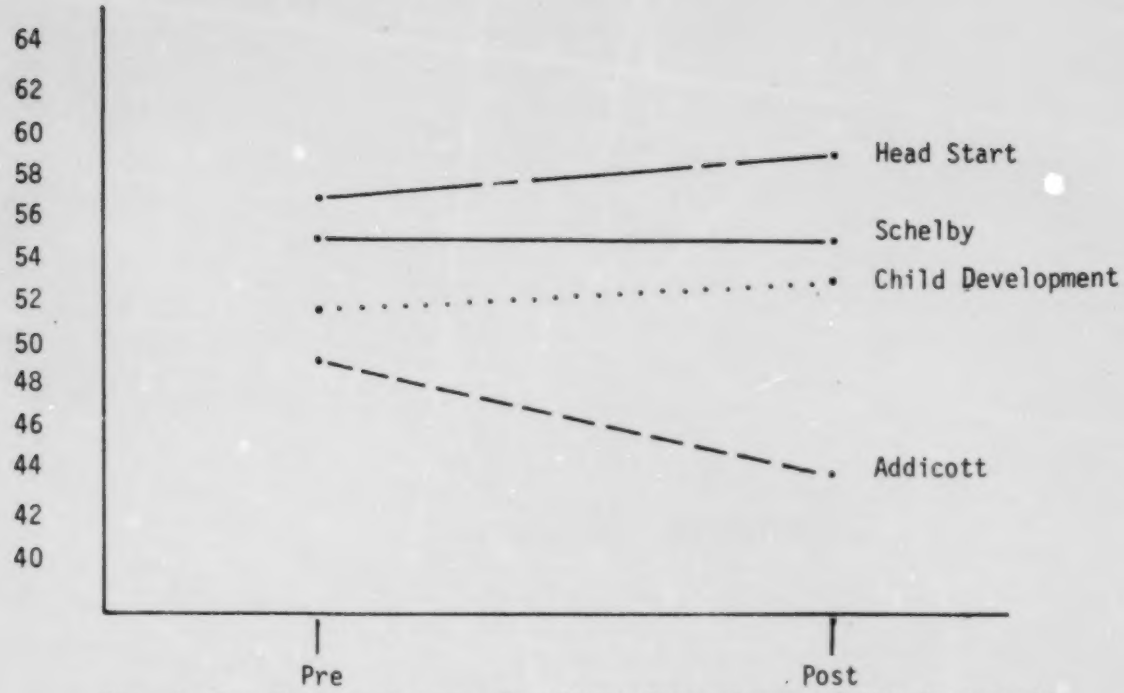

Fig. 1 Pre-Post test mean Raw Score Comparisons of the four participating schools on the Teacher Attitude Toward Integration Inventory

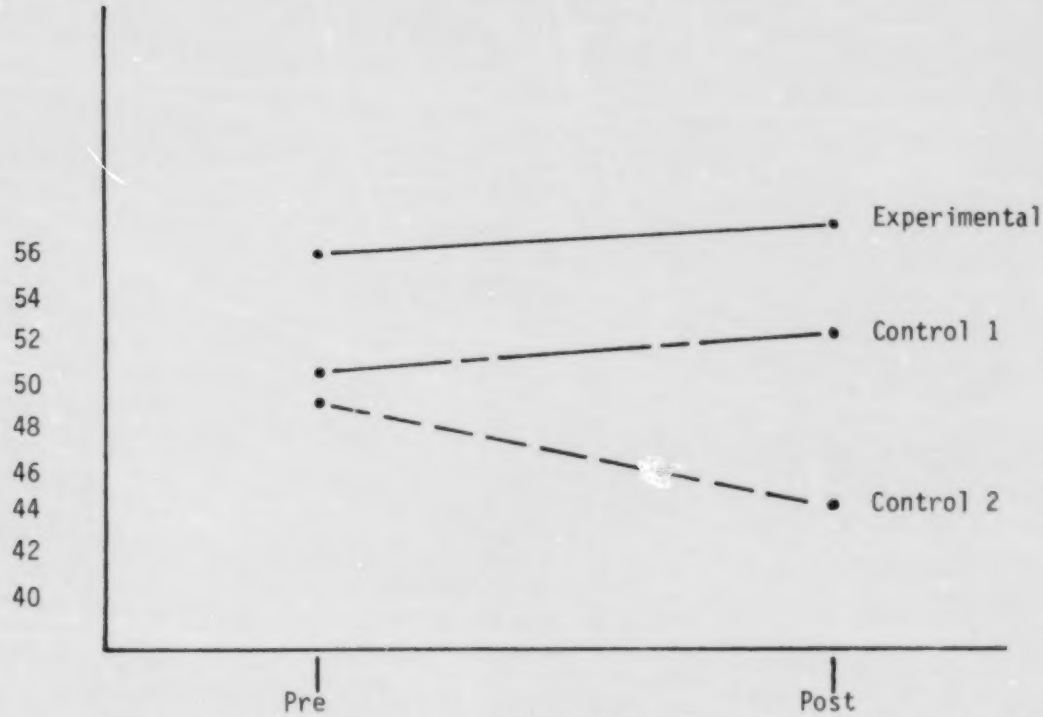

Fig. 2 Pre-Post test mean Raw Score Comparisons for Experimental and Control Groups 1 and 2 on Teacher Attitude Toward Integration

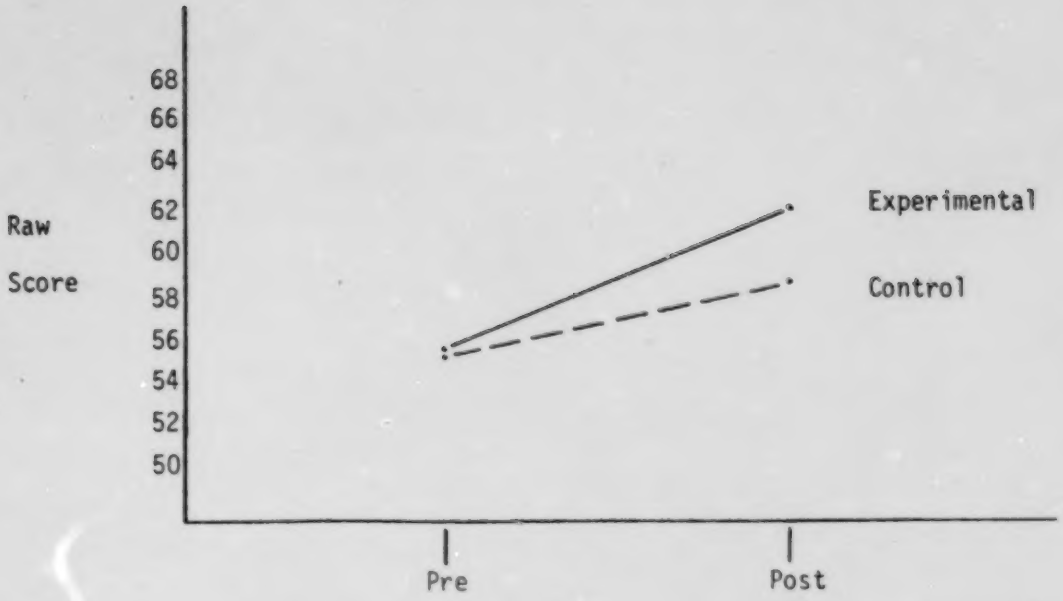

Fig. 3 Pre-Post Test Mean Raw Score Comparisons for Experimental (Special - Integration) and Control (Special - No Integration) on Teacher Perception of Pupil Behavior

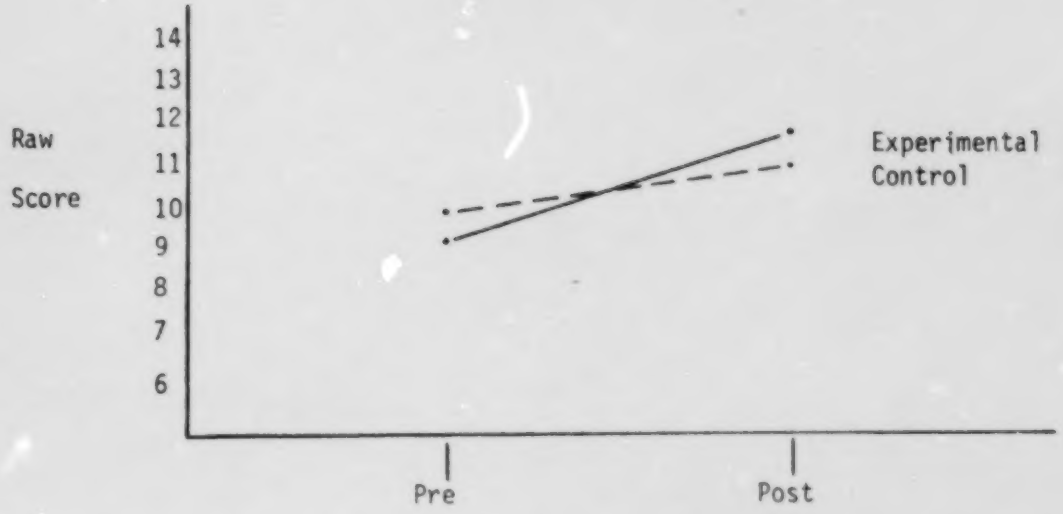

Fig. 4 Pre-Post Test Mean Raw Score Comparisons for Experimental (Special - Integration) and Control (Special - No Integration) on the Preschool Attainment Record Subtest (Rapport)

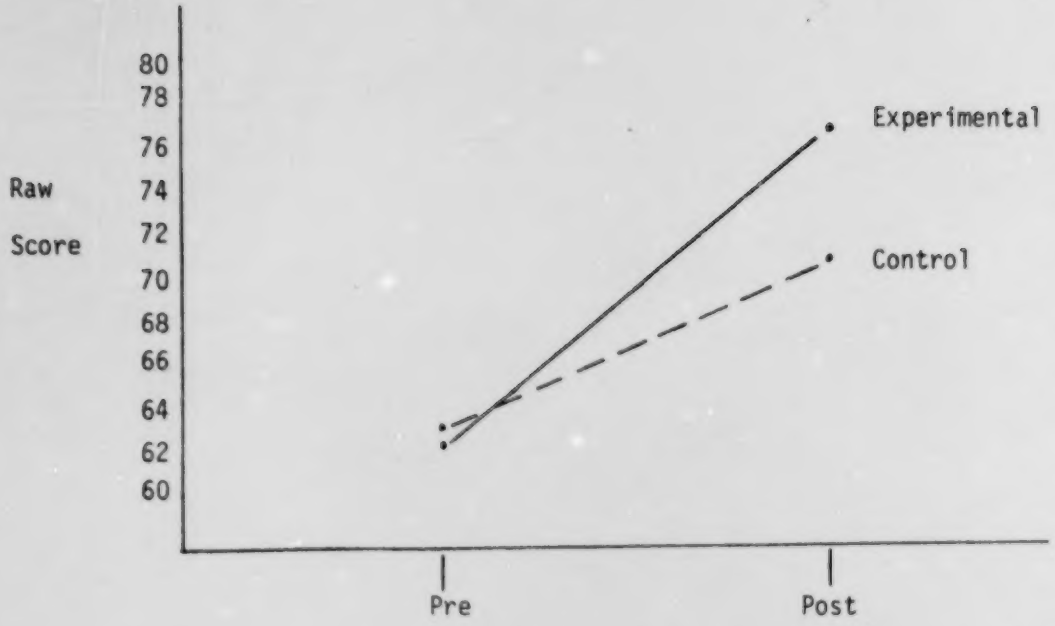

Fig. 5 Pre-Post Test Mean Raw Score Comparisons for Experimental (Special - Integration) and Control (Special - No integration) on the Preschool Attainment Record Subtest (Total Score)

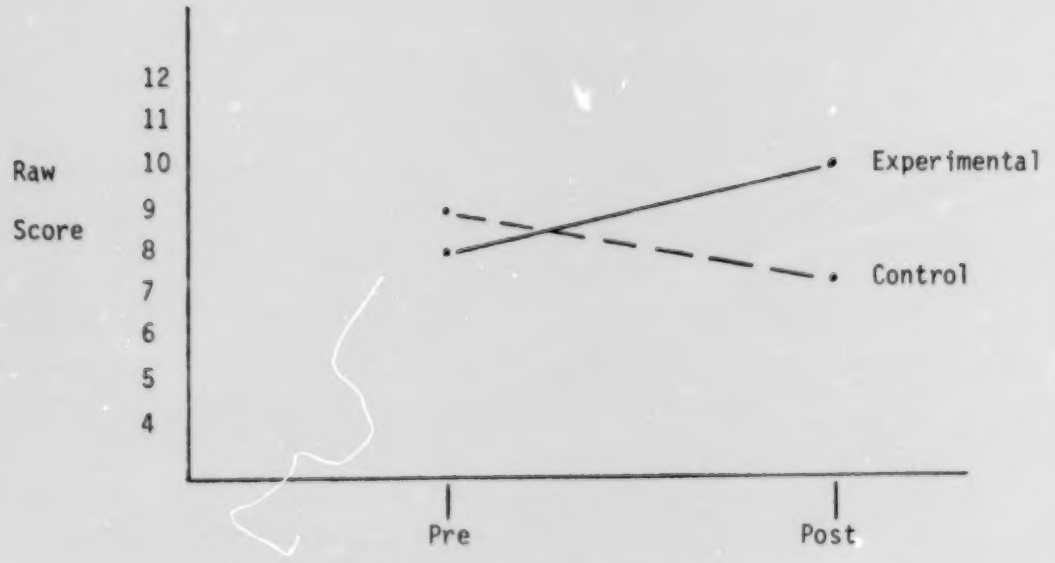

Fig. 6 Pre-Post Test Mean Raw Score Comparisons for Experimental (Special - Integration) and Control (Special - No Integration) on the Day Care Behavior Inventory Survey Subtest (Intraversion)

The Preschool Attainment Record contains eight subtests and one total score. One of the subtests showed a statistically significant difference between the means and that was Rapport. According to Doll (1966) Rapport measures the following behavior:

Regards: Responds to sounds, motion, light, touch, smells, taste for momentary of or prolonged awareness.

Attends: Maintains regard breifly or longer with show of active interest or response.

Initiates: Originates actions leading to manipulation of people or things. Endeavors to attract attention by design. Is a "self-starter" for self-occupation

Discriminates: Shows evidence of likes, dislikes, preferences. Identifies, differentiates, recognizes, remembers. Makes simple judgments.

Complies: Follows simple commands. Fetches, carried, goes, comes as told, responds acceptably to "no-no" and similar injunctions (keep quiet, lie down, get up).

Plays (a) beside: Plays singly with sustained interest alongside or among other children or with adults, pets, or belongings wiht little disturbing or disturbance.

Plays (b) with: Engates in interpersonal, reciprocal, or inter-related play with other children, adults, or with pets, with minimal friction or disturbance.

Plays (c) cooperatively: Plays in coordinated group (pairs, trios, or more) observing rules or maintaining purpose with harmonious give and take or in competition.

Attends (2): Participates in or responds to situations requiring sustained concentration of interest or sharing. Listens, shares, works, reciprocates, sustaining attention for moderately protracted periods with minimal distractibility.

Sings: Performs voice solos. Joins in song with others, including children's choirs, action songs, family or group harmonizing. Memorizes words and melodies. Singing is moderately in tune; part singing not required. Shares in events where singing is desired.

Helps: Assists mother, teacher, others, in small but useful ways. Does errands, picks up, puts away. Performs occasional or routine jobs or chores of limited complexity or skill (empties baskets, removed debris, sets table, assists at lunch) with appreciable oversight.

Plays (d) pretend: Engages in imaginative play. Plays house, nurse, adult, or other role figures. Does so singly or in pairs or groups. Mimics. Dresses up. Leads, directs or follows.

Plays (e) competitively: Competes in games or actions which call for skill, endurance, winning, striving, achieving, such as tag, hop-scotch, running, gymnastics. Play may be singly or with others, but the aim is to demonstrate excellence, courage, endurance, coordination. Also simple stages of socially organized games as touch ball, musical chairs, ring-around with or without adult oversight.

Plays (f): Plays simple group table games (2 or more people) which require using cards or special materials, taking turns, observing rules, keeping score, exercising skills, e.g. simple checkers, easy card games (rummy, slap-jack, Old Maid, crokinole, tiddle-dee-winks). Performance is sufficient for group acceptance of person as participant (not a nuisance).

Figure 4 and Table 7 show how the two groups differ from pre to post test comparisons. The experimental group showed a significant gain whereas the control group showed a decline in Rapport. These are teachers' ratings of handicapped students at the beginning and at the end of the project. The overall score on the Preschool Attainment Record also indicated a significant change in favor of the experimental group. Over all eight subtests the experimental group made more positive gains than did the control group (Figure 5) indicating that those handicapped students integrated into regular preschool programs profited more than those students who did not according to the Preschool Attainment Record results.

On the Day Care Behavior Inventory Survey completed by each students' teacher, experimental group students made an increase in mean scores from the October to May time span on the Intraversion subtest while the control group showed a decline in mean scores. The data is presented in Table 8 and shown in Figure 6. This data suggests that the experimental group became more introverted than the control group on that particular behavior category.

TABLE 7

PRESCHOOL ATTAINMENT RECORD SURVEY RESULTS

BY EIGHT SUBTESTS AND TOTAL SCORE FOR EXPERIMENTAL

(SPECIAL - INTEGRATION) & CONTROL (SPECIAL - NO INTEGRATION)

Subtest: Ambulation

GROUP	PRE			POST			ANCOVA	SIG. OF
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F	F
Experimental	14	9.21	2.72	14	11.00	1.84	.	.
Control	12	10.38	1.72	12	11.38	1.46	.	.
							.04	NS

Subtest: Manipulation

Experimental	14	8.79	1.71	14	10.32	2.32	.	.
Control	12	8.63	1.73	12	9.50	1.92	.	.
							1.70	NS

Subtest: Rapport

Experimental	14	9.46	1.72	14	12.00	1.11	.	.
Control	12	10.13	1.19	12	11.13	1.65	.	.
							3.79	.06

Subtest: Communication

Experimental	14	6.57	2.89	14	8.07	2.04	.	.
Control	12	6.92	2.58	12	7.50	2.68	.	.
							1.49	NS

Subtest: Responsibility

Experimental	14	10.14	2.63	14	11.86	1.23	.	.
Control	12	11.00	1.80	12	11.42	1.77	.	.
							1.16	NS

Subtest: Information

Experimental	14	7.54	3.26	14	8.96	2.33	.	.
Control	12	6.71	2.02	12	8.38	2.51	.	.
							.01	NS

Subtest: Ideation

Experimental	14	6.41	3.36	14	8.18	2.68	.	.
Control	12	5.38	1.98	12	7.08	3.36	.	.
							.14	NS

TABLE 7

(continued)

Subtest: Creativity

GROUP		PRE			POST		ANCOVA	SIG. OF
Experimental	14	4.82	3.09	14	6.64	2.96	.	.
Control	12	4.00	3.17	12	5.17	3.89	.	.
							.77	NS

Total Score

Experimental	14	62.39	15.22	14	77.04	12.38	.	.
Control	12	62.96	11.87	12	71.13	16.23	.	.
							2.73	.11

TABLE 8

DAY CARE BEHAVIOR INVENTORY SURVEY

RESULTS FOR EXPERIMENTAL (SPECIAL - INTEGRATION) AND

CONTROL (SPECIAL - NO INTEGRATION) GROUPS

GROUP	PRE			POST			ANCOVA	SIG. OF
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	F	F
Subtest: Extraversion								
Experimental	14	16.93	3.67	14	17.93	4.50	.	.
Control	12	18.75	5.40	12	18.92	3.00	.	.
							.13	NS
Subtest: Task Oriented Behavior								
Experimental	14	12.85	6.30	14	14.07	4.21	.	.
Control	12	12.75	5.10	12	12.25	5.07	.	.
							1.61	NS
Subtest: Intraversion								
Experimental	14	8.21	3.29	14	10.29	4.97	.	.
Control	12	9.08	4.91	12	7.67	2.31	.	.
							3.28	.08
Subtest: Hostility								
Experimental	14	8.36	5.42	14	8.79	3.85	.	.
Control	12	9.00	4.07	12	11.08	5.79	.	.
							1.83	NS
Subtest: Distractibility								
Experimental	14	12.00	4.84	14	11.14	3.80	.	.
Control	12	12.08	3.29	12	13.00	5.14	.	.
							2.46	NS
Subtest: Considerations								
Experimental	14	16.79	3.24	14	17.57	4.11	.	.
Control	12	17.75	3.02	12	16.42	3.15	.	.
							.95	NS

None of the three measuring instrument administered to parents showed any significant change in mean scores. Tables 9, 10 and 11 describe that data.

According to the results on the Project Evaluation Survey I, (Table 12), the participating teachers and staff unanimously indicated that they felt the study was an overwhelming success. They offered a number of suggestions for improvement with more communication between agency teachers as a top priority. The most positive change in the students' behavior was the growth that was made in social, language and physical areas. The most important skills and knowledge needed for successful integration of severely handicapped children is "patience, understanding, love and caring" and "training in needs and teaching of individuals with exceptional needs." All in all, the teachers and participants considered the project to be a success and they expressed their pleasure in having participated in the project.

Project Evaluation Survey II (Table 13) showed strengths and weaknesses of the project. Ideas for future workshops and the successes of the ones presented were particular areas of value. More participation on the part of parents was also stressed for future projects. They indicated that although the anecdotal records took time, they provided evidence as to the growth of the participating students.

A summary of the anecdotal records by teachers for each of the participating fourteen IWEN's are presented in Appendix B.

TABLE 9

PARENTAL ATTITUDE TOWARDS INTEGRATION SURVEY RESULTS

PRE			POST				
N	$\bar{X}$	SD	N	$\bar{X}$	SD	t	Sig.of t
13	60.31	8.33	13	59.08	6.37	.80	NS

TABLE 10

PARENTAL PERCEPTION OF PUPIL BEHAVIOR SURVEY RESULTS

PRE			POST				
N	$\bar{X}$	SD	N	$\bar{X}$	SD	t	Sig.of t
13	59.62	10.54	13	61.23	6.30	.63	NS

TABLE 11

HOME BEHAVIOR INVENTORY SURVEY RESULTS

SUBTEST	PRE			POST			
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t	Sig.of t
Extraversion	13	20.77	3.30	13	18.92	5.82	1.56	NS
Task Oriented Behavior	13	14.38	3.28	13	14.85	5.55	.41	NS
Intraversion	13	7.23	1.64	13	8.15	3.18	1.28	NS
Hostility	13	8.31	3.84	13	7.85	2.44	.73	NS
Distractibility	13	12.85	3.60	13	12.08	5.09	.84	NS
Considerations	13	18.38	3.18	13	19.31	4.82	.76	NS

Table 12

PROJECT EVALUATION SURVEY I

INTEGRATION PROJECT

		YES		NO	
		#	%	#	%
1.	Did your school participate in the integration project?	42	100	0	0
2.	Do you think the project was a success?	39	100	0	0
3.	Did the children with exceptional needs benefit from the integration?	39	100	0	0
4.	Did the regular preschool children benefit from the integration?	26	100	0	0
5.	Would you like to participate in a similar project next year?	34	92	3	8

6. What changes could be made to improve the chances of success in a future project on integrating children with exceptional needs in regular preschool programs?

		# of Responses
a.	communication feedback from program teachers	(7)
b.	information on total child	(6)
c.	training on IWEN	(5)
d.	more help in classroom	(4)
e.	better ways of running field trips, conferences, etc.	(3)
f.	more time with liaison	(3)
g.	more days in program	(2)
h.	full day vs. part day	(2)
i.	lists of priorities: needs, observations	(2)
j.	more children/openings	(2)
k.	IWEN with different handicaps	(2)
l.	more observation time at Schelby	(2)
m.	parent involvement	(1)
n.	start programs earlier in year	(1)
o.	parent expectations of IWEN	(1)
p.	qualified staff	(1)
q.	smaller preschool classes	(1)
r.	more structure, preschool	(1)
s.	better nutrition, preschool	(1)
t.	home visits by preschool	(1)
u.	parent input	(1)

7. What were some of the positive outcomes of the integration project?

a.	growth - social, language, physical	(18)
b.	acceptance, both ways, child-child	(12)
c.	understanding, awareness children/parents	(5)
d.	success, IWEN	(4)
e.	exposure of IWEN to normal child	(3)
f.	IWEN learnedmodeling from normal child	(3)
g.	other agencies, community, familiarized with IWEN	(3)

h. independence displayed (2)
i. IWEN expressing own feelings in preschool acceptance (2)
j. increased participation (2)
k. parent observed IWEN can care for self (2)
l. IWEN adjustment positive (2)
m. better communication between child and staff (1)
n. positive self-concept (1)
o. lengthened attention span (1)
p. staff learning took place (1)
q. IWEN fit into curriculum (1)
r. working with different agencies (1)
s. transition for IWEN to other programs (1)
t. not as protected in preschool (positive) (1)
u. IWEN learning to function in world (1)
v. better understanding of IWEN (1)
w. H.S. staff growth (1)

8. What teacher skills or knowledge are essential for the successful integration of children with exceptional needs?

a. patience, understanding, love and caring (11)
b. training in needs/teaching of IWEN (10)
c. background of IWEN/handicaps (9)
d. understanding of child limits/needs (7)
e. learning that a child is a child (7)
f. discipline as you would any child (4)
g. sharing and integrating lesson plans; goals (3)
h. remembering that they learn by exploring (2)
i. skills in making anecdotal records (2)
j. basic child psychology (2)
k. information concerning expectations of IWEN (2)
l. observation techniques developed further (1)
m. support of program by regular teacher (1)
n. time (1)
o. communication between teachers (1)
p. learning not to overprotect IWEN (1)
q. learning to give them room to breathe, etc. (1)
r. allow child to work on his strengths (1)
s. temperament to cope (1)
t. techniques of IWEN teachers (1)
u. accepting at IWEN's developmental level (1)
v. IWEN often cannot carry through activity without help (1)
w. IWEN often not able to make choices, activities (1)
x. IWEN learns differently (1)
y. coping with hyperactivity (1)
z. choosing IWEN capable of integration (1)

9. General comments regarding the integration project:

a. project worked well, enjoyed it (10)
b. want to do it again (4)
c. good for all children (4)
d. program rewarding (3)

e. beautiful interacting, learning between children (2)
f. greater opportunity for social, language development (2)
g. liaison support success of program (1)
h. staff meetings benefit (1)
i. more frequent staff meetings (both) (1)
j. want children more days (1)
k. want IWEN on consecutive days (1)
l. enjoyed IWEN (1)
m. gained a better understanding of IWEN (1)
n. anecdotal records will be done when H.S. are done (1)
o. feedback on IWEN progress after integration (1)
p. kept records to record negative or positive progress (1)
q. difficult at times (1)
r. successful for IWEN participating (1)
s. program well organized (1)
t. teacher should have input as to child placement in which program (1)
u. too much food encouraged (1)
v. improved self-esteem for one child (1)
w. aides to help in Merced programs (1)
x. workshops dealing with IWEN and how they learn (1)
y. more visible involvement with county CD centers (1)
z. expand to private preschools (1)

Table 13

SCHELBY CENTER PRE-SCHOOL INTEGRATION PROJECT EVALUATION - May 6, 1977

		YES	NO
1.	Did the October workshop fit your needs? Why?	26	5
2.	What areas or topics would you like to have included in workshops in the future?	-	-
3.	Did you use the leaflets, "Guidelines for Integrating Handicapped Children", that were given to you at the orientation? Why?	19	6
4.	Did they fit your program needs? Why(not)?	13	2
5.	Would you use additional information of this type? What type?	15	4
6.	Were the transportation arrangements satisfactory? Why?	30	7
7.	Was the actual integration process satisfactory? Why?	31	2
8.	Do you feel that the child/center assignments were appropriate? Why?	30	4
9.	Do you feel that this program filled a need(s) of each child participating? Why? How?	28	4
10.	In the future can you see parents of Schelby Center children participating in some way in your program? How?	29	4
11.	Did you find taking anecdotal records helpful in relationship to the child and your program? Why?	21	7
12.	Were the guidelines helpful in writing the anecdotal records? Why?	15	6
13.	Did you find the staffings on individual children were helpful in meeting the child's needs? Why?	24	4
14.	Was the program coordinator helpful? Why?	30	3
15.	What ways could the coordinator be of more assistance?	-	-
16.	Do you feel a need for communicating more often with your child's teacher? Why?	18	6
17.	How could this be done?	-	-
18.	If this program is continued, what would you like to see done differently or included that wasn't done this year?	-	-

1. Did the October Workshop fit your needs?

interesting to meet the teachers (2)

able to discuss and share concerns, answer questions (5)

didn't have any IWEN in center (1)

did not attend first workshop (4)

didn't know what to ask or expect of IWEN before we had children (2)

knew what to expect (insight) when IWEN began (4)

better understanding of handicap (1)

opportunity to meet Schelby personnel (1)

opportunity to observe children in classroom (1)

used information several times (1)

useful but not geared for community workers (1)

would like all of staff to attend workshops (1)

2. What areas or topics would you like to have included in workshops in the future?

Iwen should be treated as normal (1)

Basic learning techniques (1)

Films of IWEN (1)

Set clear guidelines (1)

Specific activities for IWEN and handicaps (1)

Workshops relating to development of IWEN (1)

Time to work in Schelby classroom (2)

Training for aides (1)

How to handle normal children when picking on IWEN (1)

Evaluation of child's progress (1)

More meetings w/ classroom teachers (2)

Small group discussion on prospective IWEN (2)

Behavior (4)

Teacher/child relationships (1)

Parent/teacher relationships (1)

Things being done w/ IWEN (2)

Things not done w/ IWEN (1)

Role of community worker andIWEN (1)

Training - MH, visual, auditory (1)

More integrated activities, classes and schools (1)

Materials used (classroom) (1)

3. Did you use the leaflets, "Guidelines for Integrating Handicapped Children", that were given to you at the orientation? Why?

4. Did they fit your program needs? Why (not)?

5. Would you use additional information of this type? What type?

Systematic rite of procedures (i.e., fieldtrips, responsibilities, rights, transportation) (1)

Need resource materials (2)

Behavioral materials (2)

Helped understand need and how to meet needs (1)

Helpful in what to look for, how to work w/, do's and don't's (4)

Good resource (2)

Information geared to community worker (1)

Already using most information (1)

More extensive information (1)

Used information sometimes (4)

6. Were the transportation arrangements satisfactory? Why?

some kids go to Schelby, then to Merced (1)

IWEN not ride so much, how to avoid? (1)

bus drivers were last to be informed (1)

lack of communication between Schelby and bus (3)

bus driver disruptive, talked too much, too long (1)

too early at first, changed to later time (2)

driver waited for IWEN to use restrooms (1)

driver explained things to IWEN (1)

arrangements satisfactory (2)

give drivers calendar of trips and non-school days (1)

school time lost in transportation (1)

buses late getting back several times (1)

very efficient (1)

drivers impatient if IWEN not ready (1)

wanted IWEN to go on all field trips (1)

bus delivered to door (1)

7. Was the actual integration process satisfactory? Why?

teacher of IWEN visited (1)

teacher should visit more (1)

Mickie w/ them so they would have someone familiar (1)

expanded language and social behavior (1)

entire staff participated w/ integration (1)

staff attitude positive (1)

IWEN benefited (1)

done smoothly (1)

both sets of children accepted the other (1)

gave both programs more knowledge (1)

we're all alike (1)

liaison worked well w/ us to make it so (1)

mostly, it worked fine, but may not apply for all (1)

one IWEN wanted to stay at Schelby (1)

8. Do you feel that the child/center assignments were appropriate? Why?

over crowding (1)

lack of structure (1)

think Jose Cabello belongs in elementary school, not Schelby (1)

saw positive results (1)

enough flexibility to change if necessary (1)

meet needs of child (1)

we could have more children (1)

develop growth in social, physical and language (1)

acceptance by all children concerned (1)

assignments right (1)

easy to teach (1)

one child enough in small center (1)

9. Do you feel that this program filled a need(s) of each child participating? Why? How?

diversion for IWEN (1)

develop language, socially (5)

normal peer relationships/models (3)

uncertain (1)

very few complaints about program/IWEN (1)

gave each IWEN some time (1)

both groups enjoyed selves (1)

both groups got a lot out of program (2)

need of actual integration (1)

some students had little change (1)

fit in (1)

better understanding of world (1)

good for adults (1)

exposure to larger groups (1)

IWEN is part of "whole" world (1)

wanted to go on field trips (2)

IWEN tries (1)

bridge before kindergarten (1)

10. In the future, can you see parents of Schelby Center children participating in some way in your program? How?

no need to participate (1)

follow same guidelines as H.S. parents (3)

help in classroom (13)

help w/ some of Mickie's jobs (1)

observe (4)

attend parent workshops (H.S.) (1)

depends on parents feelings (1)

better help for IWEN (1)

help for parent (1)

help celebrate birthdays (1)

some parents did participate (1)

parent conferences (1)

field trips (1)

not in same room as their child (2)

learning new ways (1)

be better informed (1)

to see <u>where</u> their child is (1)

home visits (1)

use insight/input (1)

better adjustment in H.S. (2)

more staff is needed (1)

when we're qualified to handle parents IWEN (1)

participate in parents group (1)

11. Did you find taking anecdotal records helpful in relationship to the child and your program? Why?

12. Were the guidelines helpful in writing the anecdotal records? Why?

didn't use them (1)

share w/ regular teacher (2)

every 2 weeks not each day (1)

waste of time (1)

might help some one (2)

too much time (5)

helped w/ other children (1)

shared guidelines w/ staff not working w/ IWEN (1)

showed progress (5)

helped keep better records overall (2)

forgot to write each day (1)

guidelines not plain enough (2)

didn't keep records (2)

no follow-up (1)

still didn't understand why he was reacting in certain ways

helpful w/ other children (1)

seemed to be duplicating notes each day (1)

helped me to be objective (2)

would like them traveling between centers (2)

showed me what to look for (1)

can review (1)

helped w/ problems (1)

13. Did you find the staffings on individual children were helpful in meeting the child's needs? Why?

briefing w/ teachers unfamiliar w/ IWEN (1)

shared concerns/process, etc. (3)

help understand IWEN (3)

flexibility was always allowed (1)

did not meet (2)

each staff member contributed (1)

constructive (1)

honesty between staffs (1)

Schelby teachers didn't know much about child (1)

understaffed - interferred (1)

14. Was the program coordinator helpful? Why?

15. What ways could the coordinator be of more assistance?

sometimes (1)

took care of details, planning (2)

regular visits to centers (3)

communication source teachers administration (5)

need to learn better picture-taking techniques (1)

take pictures in each program (1)

just observed (1)

could give more information, child, handicap (2)

would like to talk to her more (2)

set up more meetings w/ teachers (1)

willing to discuss any problem (1)

ran program smoothly (2)

continue position (1)

visited at wrong times (2)

call first (center) (3)

talked w/ head teacher (1)

bridge between schools (1)

coordinated bus, meetings, etc. (3)

always available (2)

had periodic mini-meetings w/ teachers (1)

meeting needs of current programs (1)

cooperative (2)

kep us informed about IWEN (1)

spend more time visiting centers (1)

Question 14 and 15 (continued)

good resource person (1)

should not have to go on field trips (1)

should go on all field trips (1)

give inservice training (1)

16. Do you feel a need for communicating more often with your child's teacher? Why?

no (1)

ensure areas of IWEN's development not overlooked (2)

two teaching teams work together thru: notes, phone, meetings (4) (5) (5)

adjustment & activities center (new), Schelby and home (4)

arrange meetings for a regularly certain time (3)

record IWEN behavior (1)

time when both teachers aren't busy (1)

liaison kept us informed (2)

teacher (reg.) more familiar w/ IWEN's needs (1)

teacher and aide exchange for day or two (1)

need to discuss problems along the way (1)

more visits to pre-schools by teacher of IWEN (2)

communicate thru coordinator (1)

18. If this program is continued, what would you like to see done differently or included that wasn't done this year?

not allow child to participate at my teacher discretion (1)

develop relationship (closer) between teachers (2)

more communication between centers, continue (3)

make provisions for non-toilet trained children (3)

would like to see visually/communicative IWEN participate in program (1)

more IWEN's in program (1)

evaluation of students shared w/ program (2)

more integrated activities (1)

coordinated teacher planning (1)

parent participation (3)

include children in all field trips (2)

children on consecutive days (1)

more staff (1)

workshops, inservice (1)

more information on each IWEN

SUMMARY/CONCLUSIONS/RECOMMENDATIONS

The process of integrating severely handicapped individuals with exceptional needs into regular preschool programs was a success. Forty-two staff members were involved in the integration program and all claimed that the project (a) was a success, (b) IWENS benefited from the integration, (c) regular children benefited from the integration and a vast majority (92%) indicated that they would like to participate in a similar project again.

Teachers and staff attitudes toward the process of integration improved significantly over the seven month period. More and better communication between teachers, parents and other staff members was mentioned as needing improvement. More parent participation, professional help and integration activities (e.g., field trips) was also advised. Two and three year old IWENS could benefit according to some participants providing proper supervision and training were provided. The project as a whole promoted understanding and acceptance of handicapped children in regular school situations.

A wider variety of IWENS should also be integrated into a future project. A larger number of students should also be integrated in new projects. More inservice training for regular teachers is also recommended on the behavior and learning patterns of IWENS. Teachers must possess such traits such as patience, understanding, love and caring for best results.

Future studies designed to build on these findings should provide educators, parents and the general public with a data base from which to determine the effectiveness of integrating severely handicapped children into regular programs. The results of this study certainly support continued investigation.

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APPENDIX A

EVALUATION AND SURVEY INSTRUMENTS

PROJECT EVALUATION SURVEY I

School _____ Date _____

Position _____

		Yes	No
1.	Did your school participate in the integration project?	_____	_____
2.	Do you think the project was a success?	_____	_____
3.	Did the children with exceptional needs benefit from the integration?	_____	_____
4.	Did the regular preschool children benefit from the integration?	_____	_____
5.	Would you like to participate in a similar project next year?	_____	_____

6. What changes could be made to improve the chances of success in a future project on integrating children with exceptional needs in regular preschool programs?

   a.

   b.

   c.

7. What were some of the positive outcomes of the integration project?

   a.

   b.

   c.

8. What teacher skills or knowledge are essential for the successful integration of children with exceptional needs?

   a.

   b.

   c.

9. General comments regarding the integration project:

_____

_____

_____

PROJECT EVALUATION SURVEY II

1. Did the October workshop fit your needs? Yes___ No___ Why?

2. What areas or topics would you like to have included in workshops in the future?

   1.

   2.

   3.

3. Did you use the leaflets, "Guidelines for Integrating Handicapped Children", that were given to you at the orientation? Yes___ No___ Why?

4. Did they fit your program needs? Yes___ No___ Why(not)?

5. Would you use additional information of this type? Yes___ No___ What Type?

6. Were the transportation arrangements satisfactory? Yes___ No___ Why?

7. Was the actual integration process satisfactory? Yes___ No___ Why?

8. Do you feel that the child/center assignments were appropriate? Yes___ No___ Why?

9. Do you feel that this program filled a need(s) of each child participating? Yes___ No___ Why? How?

10. In the future, can you see parents of Schelby Center children participating in some way in your program? Yes___ No___ How?

11. Did you find taking anecdotal records helpful in relationship to the child and your program? Yes___ No___ Why?

12. Were the guidelines helpful in writing the anecdotal records? Yes___ No___ Why?

13. Did you find the staffings on individual children were helpful in meeting the child's needs? Yes___ No___ Why?

14. Was the program coordinator helpful? Yes___ No___ Why?

15. What ways could the coordinator be of more assistance?

16. Do you feel a need for communicating more often with your child's teacher? Yes___ No___ Why?

17. How could this be done?

18. If this program is continued, what would you like to see done differently or included that wasn't done this year?

TEACHER ATTITUDE TOWARD INTEGRATION

Staff I.D. _____ Date _____

Position _____ School _____

Definitions:
IWEN - Individual With Exceptional Needs
Integration - Partial day placement of IWEN into regular programs
Regular Programs - Headstart or Child Development (Day Care) Classes

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. I believe in integrating handicapped children in a regular class program for part of the day .	____	____	____	____	____
2. I believe IWEN can be successfully integrated into a regular class program for part of the day .	____	____	____	____	____
3. I believe that integration in a regular program will have long term benefits for IWEN	____	____	____	____	____
4. I will do my part in making placement in a regular program a success	____	____	____	____	____
5. IWEN will be able to adjust well with children attending a regular program	____	____	____	____	____
6. IWEN will feel at ease and comfortable in a regular class program	____	____	____	____	____
7. IWEN will be able to do all the activities in the regular school program	____	____	____	____	____
8. IWEN will be able to share toys and cooperate with others in the regular school program	____	____	____	____	____
9. I believe that integration in a regular program will result in IWEN developing better behavior patterns	____	____	____	____	____
10. IWEN will make friends easily in a regular class program	____	____	____	____	____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
11. IWEN will be accepted by the children in the regular programs .	____	____	____	____	____
12. IWEN will not require much more time and attention than the regular class children	____	____	____	____	____
13. IWEN will be as well behaved as regular class children	____	____	____	____	____
14. IWEN will want to spend more time in the regular school program	____	____	____	____	____
15. Most parents of IWEN would like their children (IWEN) to be integrated in the regular class program for part of the day	____	____	____	____	____
16. I believe integration of IWEN will not negatively affect the behavior of non-IWEN children . . .	____	____	____	____	____

List the three biggest concerns you have about placing the IWEN in a regular preschool program:

1. _____

_____

2. _____

_____

3. _____

_____

TEACHER PERCEPTION OF PUPIL BEHAVIOR

NAME _____ DATE _____

SCHOOL _____ IWEN _____

POSITION _____

		STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1.	Individual with Exceptional Needs (IWEN) is happy	_____	_____	_____	_____	_____
2.	IWEN is easy to get along with . .	_____	_____	_____	_____	_____
3.	IWEN respects other people's belongings	_____	_____	_____	_____	_____
4.	IWEN talks easily with adults . . .	_____	_____	_____	_____	_____
5.	IWEN participates well in large groups	_____	_____	_____	_____	_____
6.	IWEN follows classroom and playground rules	_____	_____	_____	_____	_____
7.	IWEN is outgoing and friendly . . .	_____	_____	_____	_____	_____
8.	IWEN follows directions well . . .	_____	_____	_____	_____	_____
9.	IWEN has a good attitude toward himself/herself	_____	_____	_____	_____	_____
10.	IWEN has a good attitude toward teachers	_____	_____	_____	_____	_____
11.	IWEN has a good attitude toward age mates	_____	_____	_____	_____	_____
12.	IWEN has a good attitude toward school	_____	_____	_____	_____	_____
13.	IWEN communicates well for his/her age	_____	_____	_____	_____	_____
14.	IWEN has good language and speech for his/her age	_____	_____	_____	_____	_____
15.	IWEN gets along well with other children	_____	_____	_____	_____	_____
16.	IWEN has much confidence in himself/herself	_____	_____	_____	_____	_____

PAR

American Guidance Service, inc.
PUBLISHERS BUILDING CIRCLE PINES, MINNESOTA 55014

EDUCATIONAL TEST BUREAU
AGS

Name _____

Date _____

Examiner _____

SCORES

	In Years	In Months
LA		
MA		
†AA		
††AA		
*AQ		
IQ		

SUMMARY AND PROFILE

	Age in Years	0 to .5	.5 to 1.0	1.0 to 1.5	1.5 to 2.0	2.0 to 2.5	2.5 to 3.0	3.0 to 3.5	3.5 to 4.0	4.0 to 4.5	4.5 to 5.0	5.0 to 5.5	5.5 to 6.0	6.0 to 6.5	6.5 to 7.0	Items Passed by Category
	Age in Months	0-6	6-12	12-18	18-24	24-30	30-36	36-42	42-48	48-54	54-60	60-66	66-72	72-78	78-84	
PHYSICAL	Ambulation	1Sits	9Stands	17Walks	25Runs	33Balances	41Climbs	49Jumps (1)	57Hops	65Circles	73Skips	81Jumps (2)	89Follows Leader	97Dances	105Rides Vehicles	Ambulation
	Manipulation	2Reaches	10Grasps	18Marks	26Unwraps	34Disas-sembles	42Assem-bles	50Throws	58Catches	66Draws Square	74Blows Nose	82Draws Triangle	90Fastens Shoes	98Colors to Line	106Cuts and Pastes	Manipulation
SOCIAL	Rapport	3Regards	11Attends (1)	19Initiates	27Discrimi-nates	35Complies	43Plays Beside (a)	51Plays With (b)	59Plays Coop. (c)	67Attends (2)	75Sings	83Helps	91Plays Pretend (d)	99Plays Compet.(e)	107Plays (f)	Rapport
	Communication	4Babbles	12Vocalizes	20Imitates	28Invites	36Speaks	44Talks	52Con-verses	60Relates	68Describes	76Recites	84Prints	92Copies	100Reads	108Adds	Communication
	Responsibility	5Nurses	13Chews	21Rests	29Minds	37Con-serves	45Takes Care	53Gets Drink	61Dresses Self	69Toilets Self	77Cleans Up	85Respects Property	93Con-forms	101Coop-erates	109Ob-serves R.	Responsibility
INTELLECTUAL	Information	6Recog. Few (a)	14Recog. Many (b)	22Recog. Use (c)	30Recog. His (d)	38Fondles	46Knows Sex	54Tells Name	62Names Objects	70Knows D-N	78Names Coins	86Knows Age	94Knows A.M. P.M.	102Knows R-L	110Knows Address	Information
	Ideation	7Resists	15Identifies	23Gestures	31Matches	39Counts 2	47Comp. Size (1)	55Counts 3	63Comp. Texture (2)	71Counts 4	79Comp. Weight (3)	87Names Colors	95Beats Rhythm	103Counts 13	111Tells Hour	Ideation
	Creativity	8Demands	16Tests	24Transfers	32Explores	40Tears	48Drama-tizes S. (1)	56Builds	64Draws	72Moulds	80Drama-tizes M. (2)	88Paints	96Invents Stories	104Solos	112Experi-ments	Creativity
	Items Passed by Age Periods															Raw Score*

*"Raw Score" is the total number of items successfully passed allowing half credit for ± scores.
†"Attainment Age" in years is determined by dividing raw score by 16 (16 items per year).
††"Attainment Age" in months is determined by multiplying Raw Score by .75 (8 items per 6 months interval).
★"Attainment Quotient" is determined by dividing Life Age into Attainment Age and multiplying by 100.

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DAY CARE BEHAVIOR INVENTORY
Short Form - Preschool Age

Earl S. Schaefer and May Aaronson

Child's Name_____ Date_____

Age_____ Class_____ Teacher_____

INSTRUCTIONS

Please describe as accurately as possible how the above child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Do not confer with anyone about the child.

	Always	Frequently	Half the time	Sometimes	Almost Never
1. Tries to be with another or with a group.	5	4	3	2	1
2. Keeps trying even if something is hard to do.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
5. Loses interest and doesn't finish a puzzle, game or painting.	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
7. Likes to take part in activities with others.	5	4	3	2	1
8. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right.	5	4	3	2	1
9. Watches others, but doesn't join in with them.	5	4	3	2	1

		Almost Always	Frequently	Half the time	Sometimes	Almost Never
10.	Gets impatient and unpleasant if he can't have his way.	5	4	3	2	1
11.	Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
12.	Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13.	Enjoys being with others.	5	4	3	2	1
14.	Pays attention to what he's doing; nothing seems to distract him.	5	4	3	2	1
15.	Plays by himself rather than with others.	5	4	3	2	1
16.	Pushes, hits, kicks others.	5	4	3	2	1
17.	Gets distracted from what he's doing by what others are doing.	5	4	3	2	1
18.	Is willing to share candy, food or belongings with others.	5	4	3	2	1
19.	Seeks others out to get them to play with him or join in an activity.	5	4	3	2	1
20.	Sticks to something he starts until it's finished.	5	4	3	2	1
21.	Goes off by himself when others are gathering to dance or play together.	5	4	3	2	1
22.	Gets angry when he has to wait his turn or share with others.	5	4	3	2	1
23.	His attention wanders from what you're telling him.	5	4	3	2	1
24.	Tries to help when he's asked.	5	4	3	2	1
25.	Goes up to others and makes friends; doesn't wait for them to come to him.	5	4	3	2	1

		Almost Always	Fre- quently	Half the time	Some- times	Almost Never
26.	Quietly sticks to what he's doing, even when others are making noise or doing things nearby.	5	4	3	2	1
27.	Tends to withdraw and isolate himself, even when he's supposed to be with a group.	5	4	3	2	1
28.	Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
29.	Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
30.	Awaits his turn willingly.	5	4	3	2	1

PARENTAL ATTITUDE TOWARD INTEGRATION

PARENT _____ SCHOOL _____

CHILD _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. I believe in integrating handicapped children in a regular class program for part of the day.	_____	_____	_____	_____	_____
2. I would like my child integrated in a regular class program for part of the day.	_____	_____	_____	_____	_____
3. I believe my child can be successfully integrated into a regular class program for part of the day.	_____	_____	_____	_____	_____
4. I will do my part in making placement in the regular program a success	_____	_____	_____	_____	_____
5. I believe that integration into a regular program will have long term benefits for my child . . .	_____	_____	_____	_____	_____
6. I believe that integration in a regular program will result in my child learning more appropriate ways of behaving.	_____	_____	_____	_____	_____
7. My child will be able to adjust well with children attending a regular program	_____	_____	_____	_____	_____
8. My child will feel at ease and comfortable in a regular class program	_____	_____	_____	_____	_____
9. My child will make friends easily in the regular class program	_____	_____	_____	_____	_____
10. My child will be able to do all of the activities in the regular school program	_____	_____	_____	_____	_____

PARENT _____

CHILD _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
11. My child will be able to share toys and cooperate with others in the regular school program .	_____	_____	_____	_____	_____
12. My child will be accepted by the other children in the regular program	_____	_____	_____	_____	_____
13. My child will not require more time and attention than the regular children in the class .	_____	_____	_____	_____	_____
14. My child will be as well behaved as regular class children	_____	_____	_____	_____	_____
15. My child will want to spend more time in the regular school program	_____	_____	_____	_____	_____

List the three biggest concerns you have about placing your child in a regular preschool program:

1. _____

_____

2. _____

_____

3. _____

_____

PARENTAL PERCEPTION OF PUPIL BEHAVIOR

PARENT _____ SCHOOL _____

CHILD _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. My child is happy	____	____	____	____	____
2. My child is easy to get along with	____	____	____	____	____
3. My child respects other people's belongings	____	____	____	____	____
4. My child talks easily with adults	____	____	____	____	____
5. My child participates well in large groups	____	____	____	____	____
6. My child follows classroom and playground rules	____	____	____	____	____
7. My child is outgoing and friendly	____	____	____	____	____
8. My child follows directions well	____	____	____	____	____
9. My child has a good attitude toward himself/herself	____	____	____	____	____
10. My child has a good attitude toward teachers	____	____	____	____	____
11. My child has a good attitude toward his/her age mates . . .	____	____	____	____	____
12. My child has a good attitude toward school	____	____	____	____	____
13. My child communicates well for his/her age	____	____	____	____	____
14. My child has good language and speech for his/her age	____	____	____	____	____
15. My child gets along well with other children	____	____	____	____	____
16. My child has much confidence in himself/herself.	____	____	____	____	____

HOME BEHAVIOR INVENTORY
Companion to Day Care Behavior Inventory
Short Form - Preschool Age
Earl S. Schaefer and May Aaronson

Child's Name _____ Date _____

Age _____ Class _____ Teacher _____

INSTRUCTIONS

Please describe as accurately as possible how your child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE.

		Almost always	Frequently	Half the time	Sometimes	Almost never
1.	Goes up to others and makes friends; doesn't wait until they come to him.	5	4	3	2	1
2.	Sticks to something he starts until it's finished.	5	4	3	2	1
3.	Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4.	Gets in a temper if he can't have his way.	5	4	3	2	1
5.	Likes to run around rather than to settle down to quiet play.	5	4	3	2	1
6.	Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
7.	Likes to be with people rather than by himself.	5	4	3	2	1
8.	Quietly sticks to what he's doing when others are making noise or doing things nearby.	5	4	3	2	1
9.	Plays by himself rather than with others.	5	4	3	2	1
10.	Gets angry when he has to wait his turn or share with others.	5	4	3	2	1

		Almost always	Frequently	Half the time	Sometimes	Almost never
11.	Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
12.	Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13.	Looks for someone to talk with or play with.	5	4	3	2	1
14.	Spends a long time with things that interest him.	5	4	3	2	1
15.	Pulls away, hides, leaves the room when visitors come.	5	4	3	2	1
16.	Pushes, hits, kicks others.	5	4	3	2	1
17.	His attention wanders from what you're telling him.	5	4	3	2	1
18.	Is willing to share candy, food or belongings with others.	5	4	3	2	1
19.	Likes to talk to visitors.	5	4	3	2	1
20.	Keeps trying even if something is hard to do.	5	4	3	2	1
21.	Watches others, but doesn't join in with them.	5	4	3	2	1
22.	Picks fights.	5	4	3	2	1
23.	Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
24.	Tries to help when he's asked.	5	4	3	2	1
25.	Tries to get attention by smiling and talking to people.	5	4	3	2	1

		Almost always	Frequently	Half the time	Sometimes	Almost never
26.	Tries to do something the best he can, even if it takes a long time.	5	4	3	2	1
27.	Is too shy or bashful to play with others.	5	4	3	2	1
28.	Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
29.	Gives up on what he's trying to do if it takes more than a short time.	5	4	3	2	1
30.	Tries to please others.	5	4	3	2	1

APPENDIX B

CASE STUDIES

INTEGRATION PROJECT 76/77
Merced County Schools
Schelby Center for Special Education

Case Study #1 Child ID #13

*Jorge spent 142 hours integrated into Head Start on two alternating days, weekly. He was reserved during the initial integration process, but he adapted well and participated in the program. He began to chatter and socialize with the other children. At this time, his mother began volunteering regularly at Head Start. Jorge regressed considerably. When his mother was with him, he talked a great deal, but would not participate. On separation from his mother, he cried a great deal and refused to participate in activities or with others. By February, after his mother's transfer to another room, Jorge began to function and was adapting to seeing his mother move about the center without him. At this time, Jorge received his first pair of glasses. Also, normally very passive, Jorge started displaying aggressive behaviors in his regular classroom by defending himself and his playthings. Other significant changes included, extension of his attention span through a behavior modification program which was phased out completely by May. Progressive increases were observed in language with words distinguishable while "chatting". His social development improved at both centers in the areas of interaction and modeling. At the end of the project, he was found to need constant stimulation and prodding in fine motor activities.

Case Study # 2 Child ID #14

Amy was integrated 123 hours on a semi-weekly basis. She immediately began modeling behaviors of other children as if to fit with the others. She was happy and outgoing, but without verbalization. She joined in music and dancing. In December she was interacting and babbling with the other children. By January, she was using words, attempting to eat with a fork, trying to sing and mimicking the other children. She became less aggressive in her regular classroom with the smaller children. Amy's teacher reported after observations in Head Start that her behavior was very similar in both classrooms. As her interaction with peers increased, her dependence on adults decreased.

As the year progressed, Amy was making attempts to converse and would repeat words with prompting. Improvement was seen in painting skills, coloring and other fine motor areas. She began doing little errands and showing off her art work. After two weeks absence, Amy was able to resume the normal routine in both programs without observable regression. Continued development was observed in following simple directions, helpfulness, language while incidences of aggressive behavior dropped. The close of the project found Amy competing with and trying to keep up with her Head Start peers.

Case Study #3 Child ID #15

Jack integrated Head Start 139 hours on a semi-weekly basis. Initially he was frightened and continued to be hesitant and reserved into December, at which time he started interacting and verbalizing with the other children. His attendance early in the program and after Christmas was spasmodic due to colds. During this time he shared willingly then suddenly refused to share. He and his Head Start teacher discussed sharing at which time the problem ceased.

*All names are fictitious

Jack willingly joined group activities and participated for short periods of time. He would then gravitate to the playhouse area, where he would play by himself or invite his teacher or friends to join him. This area appeared to be the most comfortable for him. Here he verbalized, interacted and role played. At music time he would attempt to sing even when he didn't know the words. Jack had problems learning to manipulate a paint brush, but could bounce a basketball and throw it into a basket.

Jack's regular teacher noted that he assimilated well into his regular class after Head Start visits. However, she questioned whether or not the children did all the art projects, as well as where Jack was learning four letter words he used.

While Jack was improving in social and language skills at Head Start, his regular teacher felt that he had regressed in areas of concentration, cooperation, spent too much time in the kitchen and toy areas and was displaying aggressive behavior in his regular class. She felt that he should leave the program. After a conference between both teachers, the decision was made to leave him in the program.

The Head Start teacher reported that Jack started coming to school in March with his head up, smiling, saying Hi, and joining the others. His regular teacher reported that he was more cooperative. He finished out the year.

Case Study #4 Child ID #16

Sara spent 128 hours on a semi-weekly basis integrated. Sara is the most outgoing of all our children. Our biggest concern was her "mothering" other children. For that reason, we placed her in a class of older preschoolers without another IWEN. At first she transferred her "mothering" to a large doll when she discovered the children didn't like it. Gradually, the doll was replaced with normal spontaneous peer relationships.

Sara demanded that her name be put on a cubbie and coat hook the first day. She participated in all the activities; music, painting, games, matching, puzzles, finger plays, etc. Both of her teachers commented that she was very verbal and always had the last word. Sara was helpful in the classroom, followed two and three directions, stayed with projects until completed, solved problems and involved herself in motor activities. At the end of the project, her Head Start teacher noted that she was less domineering, was interacting more with her peers, and required no more attention than her peers.

Case Study #5 Child ID #17

Wayne was integrated for 112 hours on a semi-weekly basis. He knew where he was going and we discussed it in the car on the first day. He was quiet, reserved and dependent on Sara for the first few visits. We placed them in different classrooms and Wayne gradually became involved with the other children for socialization. He followed directions readily and was not a behavior problem. He was courteous, cautious and compassionate while at the Head Start Center. He was more outgoing in his regular classroom. Although he socialized with the children, he spent a great deal of time by himself. Wayne shared playthings, but also would defend his belongings.

Wayne participated in all activities. He recognized and spelled his name. He really enjoyed easel painting, making collages, and experimenting with the scales. His Head Start Teacher noted that he was reasonable, cooperative and happy.

Case Study #6 Child ID #18

Allen was integrated for 160 hours on a semi-weekly basis. Allen blended well. However, he and another IWEN created a problem. They were sent on different days. This helped for a short period of time. Allen had difficulties on and off throughout the year with his aggressive playful behavior. The Head Start children solved the problem themselves by spring. He was enjoyed by the staff and children and was invited to stay through the lunch hour.

Language was Allen's biggest limitation. In most areas he was functioning at a three + level in cutting, painting, etc. With the exception of wrestling, there was very little peer interaction. His Head Start teacher described him as being happy and loving.

Case Study #7 Child ID #19

Jim was integrated 159 hours on a semi-weekly basis. He was invited to participate on more days. His regular teacher felt this was inappropriate. Jim was creating a problem in the class by being physically aggressive and disruptive. It was found that the classroom teacher was excusing the child's behavior because he was a "special" child. Once the teacher recognized the problem, it solved itself. As the degree of inappropriate behavior lessened, Jim became more involved in other activities, story time, arts, crafts, dancing, music, etc. However, his attention span to any activity was limited to 5-10 minutes. By the end of the school year, his behavior was appropriate to the placement. There was little peer interaction. He depended on adult socialization.

Case Study #8 Child ID #2)

Jessica came into the program after the Christmas holidays. She was integrated for 127 hours. She started on a semi-weekly basis, then transferred from Head Start to her neighborhood Child Development Center where she gradually became a full time student and was dropped from our roles.

Jessica developed from a shy, dependent, non-verbal child to a bouncy, verbal leader of her peers. Her development showed rapid growth in all areas; random scribbles turned into recognizable drawings, recognized numbers 1-10, printed number 1-5, and was able to recognize objects in sets of 1-5. Her social development was as rapid. She progressed from adult dependence, to young children, then on to children in her own age group and became a leader.

During the initial changes Jessica reverted to adult dependence and wetting herself. This usually lasted for a day or two. The long range plan for Jessica is to enter kindergarten in the fall.

Case Study #9 Child ID #21

Angela was integrated 230 hours starting on a semi-weekly basis to four full days a week until her family moved from the area.

Angela was primarily socially dependent on adults. After several weeks of integration, she began reaching out and interacting for a few minutes with the children. She was happy, outgoing and a tease. Was known to call her teacher a "turkey". She learned everyones name, 7-8 colors, shapes, etc. Angela relayed messages from home and school and related activities she had participated in to any listener. In attempts to compete in gross motor activities, Angela took lots of tumbles. Usually was able to bounce up and try again.

Angela's regular teacher was concerned about her loss of manipulative skills after integration. She adapted her schedule to fit Angela's needs.

Over a two year span, Angela had developed a strong relationship with regular teacher, which created a problem when her family was transferred from the area. Angela wanted to take her teacher with her and became extremely upset when she found she couldn't. Her parents and staff of both centers felt that withdrawing her from the regular class to Head Start full time would make the transition easier. She adapted to the change well and was able to say goodbye to her regular teacher.

Case Study #10 Child ID #22

Curt was integrated 225 hours starting on a semi-weekly basis and increased to a full time placement and transfer into the Child Development program. He immediately adapted to the new surroundings and people. He remembered where the bathrooms, classroom, entrances and exits were on the second visit. He participated constructively in all activities.

Curt's language is delayed and initially was limited to jabbering. As the year progressed, he started identifying objects by name verbally and attempting conversations with the children. By the end of the year, his conversation became more sophisticated and he often "forgot" that he was talking to an adult. He felt very free to share with children, but was self conscious when communicating with adults.

With the exception of language, Curt was functioning at the same level as his peers in the Child Development program. His teachers and parents felt that this program was the most appropriate for him at this time.

Case Study #11 Child ID #23

Glenn was integrated into a Head Start Center for 94 hours on a semi-weekly basis. Because of the open classroom situation, which made it difficult to separate him from another integrated child, and the resulting behavior problems, his days were changed.

The integration experience was very positive for Glenn. For the first time, positive social contacts and interaction was observed. Self-initiated attempts to control his own behavior were also observed. Language increased in frequency and

intelligibility. His attention span although, still limited, showed growth at the time of his transfer out of the area.

Case Study #12 Child ID #24

Dawn was integrated on a semi-weekly basis for 153 hours in the Head Start Center. She quickly made herself at home and was very social with the children and teachers. She conversed easily with both. Dawn usually attempted to participate in all activities and was confortable enough to defend belongings when necessary.

In both environments there were times when Dawn would function extremely well. That is, she would complete tasks such as 12 piece puzzles, object or name identification, matching, etc. However, other days, she would withdraw and not even respond to her name or touching. Both behaviors could be observed in any given day in either class or be the same in either class for two to three days at a time. Although, some of this behavior fluctuation was observed at the beginning of the school year, it was much more prevalent after the separation and divorce of her parents. Overall growth was limited.

Case Study #13 Child ID #25

Lauri was integrated for 73 hours on a semi-weekly basis with reservations by both staffs, due to her low level of functioning. The decision was made to withdraw her if it became necessary which it didn't. The children noticed that she didn't talk and would take time to discover what she wanted. She was well liked by all and was sought after for play activities. She became involved in group social activities and made attempts to participate in manipulative activities.

Case Study #14 Child ID #26

Otto was integrated for 198 hours semi-weekly for full days due to the distance from his home, Head Start Center and Schelby Center. Head Start furnished the transportation for those days.

Otto adapted quickly to the new situation. He spoke in both Spanish and English appropriately and interacted appropriately with the children. Otto's greatest limitations were color identification and behavior. The behavior in both centers was appropriate for his age level by the end of the school year. He never was able to properly identify colors with regularity. However, his skills are sophisticated enough that an attempt to integrate him part time into kindergarten is planned for fall.